Statewide Assessment in Utah UPASS & NCLB



Accountability

- No Child Left Behind (NCLB)
 - Adequate Yearly Progress (AYP)
- Utah Performance Assessment System for Students (U-PASS)
 - Law
 - Accountability Plan



Nuts and Bolts of No Child Left Behind

- Enacted January 2001
- Stronger accountability for results
 - close the achievement gap and make sure all students achieve academic proficiency
 - annually inform parents and communities about state and school progress
 - if necessary, make dramatic changes to the way the school is run
- Expanded options for parents
- Emphasis on teaching methods that have been proven to work

No Child Left Behind

Federal Accountability

- Federal Goal is for ALL schools to have 100% of students proficient by 2014
- Remediation implementation for Title 1 schools
- All other schools are "simply" labeled as making or not making AYP – Adequate Yearly Progress
- Implications are evident at all levels
 - Positive and negative

Understanding AYP

- No Child Left Behind requires each state to define adequate yearly progress for school districts and schools.
 - Measurable levels of improvement in student performance
 - Set the bar
 - Raise the bar
 - By 2014 all students will be achieving at the proficient level on state assessments in Language Arts and Math

Utah's AYP Plan

- Proficiency data from CRTs and UAA
 - Grades 3-8, and 10
- Academic Achievement: Language Arts and Mathwhole school and subgroups
 - Meet or exceed status bar
 - Demonstrate improvement from previous year(s) -safe harbor provision
- 95% Participation in testing
- Additional indicators: attendance (elementary) and graduation rate

No Child Left Behind

Percentage of Students Proficient

	Starting						
	Point	2005	2007	2009	2011	2013	2014
Language Arts 3-8	65%	71%	77%	83%	89%	95%	100%
Mathematics	57%	64%	71%	78%	85%	92%	100%
3-8							
Language Arts 10	64%	70%	76%	82%	88%	94%	100%
Mathematics 10-12	35%	47%	59%	72%	84%	96%	100%

School Improvement Year 1

- Warning issued
- Superintendents are encouraged to take immediate action to assist toward improvement

There will be no sanctions or designations for non-Title I schools beyond those specified in U-PASS. Regardless of Title I status, U-PASS specifies school improvement plans for all schools.

School Improvement Year 2

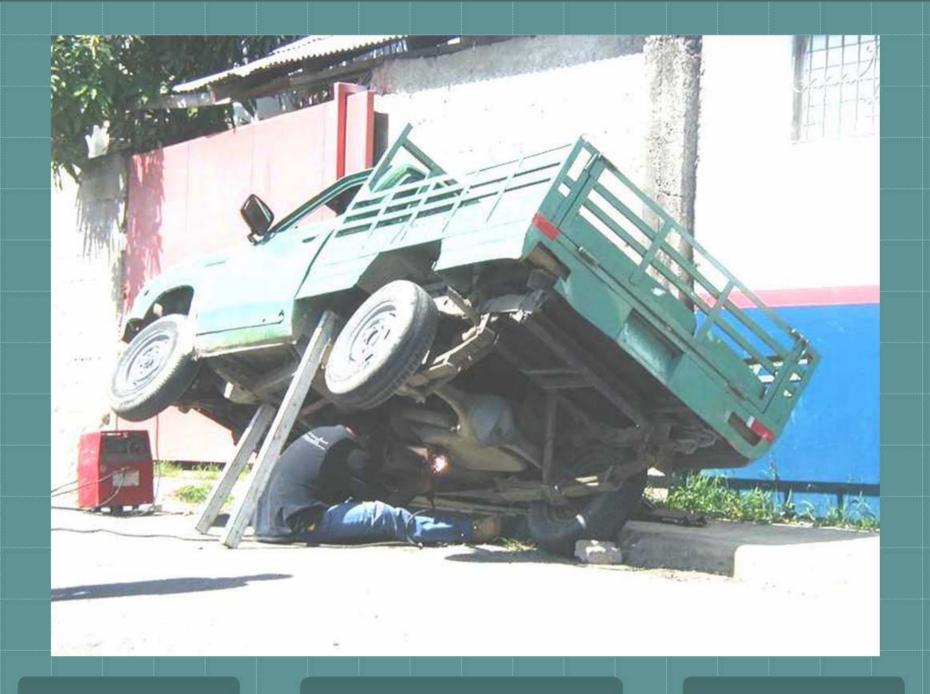
- District designates school as needing improvement and notifies parents
- School develops or revises a two-year achievement plan
- District provides technical assistance and convenes peer review process
- District provides transfer options and transportation to another school not under improvement, as desired by parent/student

School Improvement Year 3

- Designation
- Notification
- Technical assistance
- Transfers
- District arranges provision for supplemental service
- State assigns monitor

School Improvement Years 4+

- Designation
- Notification
- Technical assistance
- Transfers
- Supplemental services
- Corrective action plans
- Continuous monitoring
- Possible State interventions and alternative governance provisions



Utah Performance Assessment System for Students (U-PASS)

- Product of Utah Code 53A-1-605, establishing an accountability system for Utah public schools.
- Determines acceptable levels of student and school performance, based on multiple measures.
- Development process designed by variety of stakeholders across the state.

U-PASS Legislation

53A-1-605

(1) ...develop a plan to analyze the results of the <u>U-PASS scores</u> for all grade levels and courses required under Section 53A-1-603 and the student <u>behavior indicators</u> referred to in Subsection 53A-1-602 (3) (e).

U-PASS Legislation

53A-1-605

2(b) ...identify schools not achieving state established acceptable levels of student performance in order to assist those schools in raising their student performance levels.

U-PASS Development Process

- Plan was developed by:
 - U-PASS Task Force
 - U-PASS Elementary, Middle, High School Working Groups
 - District Superintendents
 - District Assessment Directors
 - Technical Advisory Committee
 - Policy Advisory Committee

U-PASS Development Process

- This model has been shared with:
 - State Board monthly
 - PTA Legislative representatives
 - District leadership teams
 - CMAC Executive Council

U-PASS Task Force

- 1 USOE Associate Superintendent
- 1 State School Board Member
- 3 District Superintendents
- 3 District Assessment Directors
- 2 Principals
- 2 PTA
- 1 UEA
- 1 Business
- 1 CMAC
- 1 Higher Education
- 1 USOE Special Education
- 1 USOE Curriculum
- 1 USOE Computer Services
- 2 USOE Evaluation & Assessment

U-PASS Working Committee Elementary

- Task Force members
- Elementary Principals
- District Assessment Directors
- USOE Personnel
 - Curriculum
 - Computer Services
 - Special Education
 - Evaluation & Assessment

U-PASS Working Committee Middle Level

- Task Force members
- Middle Level Principals
- District Assessment Directors
- USOE Personnel
 - Curriculum
 - Computer Services
 - Special Education
 - Evaluation & Assessment

U-PASS Working Committee High School

- Task Force members
- High School Principals
- District Assessment Directors
- USOE Personnel
 - Curriculum
 - Computer Services
 - Special Education
 - Evaluation & Assessment

Educator & Public Participation Web Site

Weekly Updates

 E-mail address to encourage comments, suggestions, etc.

- Complies with state law
- Developed by Utah education stakeholders
- Celebrates individual performance & progress
- Utilizes multiple assessments & indicators
- Disaggregates assessment information
- Holds schools & subgroups accountable

Individual student

- Status
 - Percent proficient on each assessment

Char was proficient (level 3) in math Char was not proficient (level 2) in science

Progress

Compares the students performance last year with the same student's performance this year.

Char was not proficient (level 2) last year in math Char was proficient (level 3) this year is math

- Multiple Assessments & Indicators
 - English language arts CRT
 - Math CRT
 - Science CRT
 - Utah's Alternate Assessment
 - Direct Writing Assessment
 - Utah Basic Skills Competency Test
 - Utah Academic Language Proficiency Assessment
 - Attendance
 - Graduation Rate

Subgroup accountability

- Economically Disadvantaged
- Students with Disabilities
- Total Group

- English Language Learners
- Ethnicity
 - African American
 - -American Indian
 - -Asian
 - Caucasian
 - Hispanic
 - Pacific Islander

Extensive subgroup reporting

- Economically Disadvantaged
- English Language Learners
- Ethnicity
 - African American
 - American Indian
 - Asian
 - Caucasian
 - Hispanic
 - Pacific Islander

- Students with Disabilities
- Total Group
- ELL proficiency levels A,B,C,D,E
- Gender
- Migrant
- Mobility
- Students without Disabilities

Schools will be identified

Achieved State Level of Performance

Needs assistance, not achieving State Level of Performance

Achieved State Level of Performance

Student Participation on Assessments

Status Scores

Percentage of students proficient on each assessment and indicator

Progress Scores

- Longitudinal measure based on
 - Comparing the achievement levels of the same student from one year to the next
 - Comparing one group of students (grade or course) from one year to the next

Schools will be identified as:

Achieved State Level of Performance

- Participation is 95% AND
- Status is acceptable OR progress is medium or high

Needs assistance, not achieving State Level of Performance

- Participation is less than 95% OR
- Status is not acceptable AND progress is low

Achieved State Level of Performance

	Low progress	Medium progress	High progress
Acceptable status			
Unacceptable status	Needs Assistance		

Two U-PASS Plans

- Elementary/Middle School
- High School

Overall Status & Progress Score

Elementary/Middle

- Language Arts 35%
- Math 35%
- Science 20%
- Attendance 10%

Overall Status & Progress Score High School

- Language Arts 30%
- Math 25%
- Science 25%
- Attendance 10%
- Graduation Rate 10%

Elementary/Middle Language Arts Score 35%

English Language Arts CRT 30%

Direct Writing Assessment (DWA) 5%

or

English Language Arts CRT 35%

High School Language Arts Score 30%

English Language Arts CRT 50% DWA 10%

or

English Language Arts CRT 60%

UBSCT reading 25% UBSCT writing 15%

Math Score

- Elementary/Middle 35%
 - Math CRT
- High School 25%
 - Math CRT & Math Credit 50%
 - Math credit 9th & 10th grade students earning credit in a math graduation course without a CRT
 - UBSCT math 50%

Science Score

- Elementary/Middle 20%
 - Science CRT

- High School 25%
 - Science CRT

Attendance Score

- Elementary/Middle/High School 10%
 - Percentage of students absent fewer than 15 days per year.

Graduation Rate Score

- High School 10%
 - Percentage of students who receive a diploma, following students beginning with their 10th grade year.

Elementary/Middle

- Language Arts (35%)
 - □ ELA CRT (35%)

Or

- ELA CRT (30%)& DWA 5%
- Science (20%)
 - Science CRT

- Math (35%)
 - Math CRT
- Attendance (10%)

High School

- Language Arts (30%)
 - □ ELA CRT (60%)
 - Or CRT 50% & DWA 10%
 - UBSCT reading (25%)
 - □ UBSCT write (15%)
- Science (25%)
 - All Science CRT

- Mathematics (25%)
 - Math CRT & Courses (50%)
 - UBSCT math (50%)
- Attendance (10%)
- Graduation rate (10%)

Overall Progress Scores

 Percentages are the same as the status scores

Defined as low, medium or high

Value Added Growth Model

Overall Progress

- Longitudinal measure
 - Low, medium, high
- Compares the same student from one year to the next year for:
 - all English Language Arts CRT Assessments (grades 3-11);
 - Math CRT Assessments grades (3-6);
 - Science CRT assessments (grades 4-8),
 - Attendance
- Compares one group (grade or course) from one year to the next year for:
 - Secondary math CRT Assessments;
 - High School science CRT assessments;
 - Direct Writing Assessment (DWA)
 - Utah Basic Skills Competency Test (UBSCT)
 - Graduation rate

Overall Progress

- Is a Work in Progress
- 2004 Assessments are the base line beginning with 3rd grade (4th grade in Science)
- 2005 Assessments will establish progress beginning with 4th grade (5th grade in Science)
- Progress will utilize a value added table awarding points for student or group progress
- The Progress formulas and value added table will be completed when the 2005 data becomes available

Example Value Added Progress Table

	Year 2 Level					
Year 1 Level	Level 1a	Level 1b	Level 2a	Level 2b	Level 3	Level 4
Level 1a	0	200	300	400	500	600
Level 1b	0	100	200	300	400	500
Level 2a	0	0	100	200	300	400
Level 2b	0	0	0	100	300	400
Level 3	0	0	0	0	200	300
Level 4	0	0	0	0	100	300

Applegrove Elementary School

Participation – 96%

Status – Acceptable

Progress – Medium

Achieved State Level of Performance

Peachy Elementary School

Participation – 92%

Status – Acceptable

Progress - Medium

Needs Assistance, Not Achieving State Level of Performance

Cherryroad Middle School

Participation – 98%

Status – Unacceptable

Progress – High

Achieved State Level of Performance

Orangetown High School

Participation – 97%

Status – Unacceptable

Progress – Low

Needs Assistance, Not Achieving State Level of Performance

Mellonville High School

Participation – 97%

Status – Acceptable

Progress – Medium

Achieved
State Level of Performance

U-PASS Timeline

 The accountability plan will be established incrementally based on the availability of required assessments

U-PASS Timeline

- 2004 CRT established baseline
- 2005 CRT begins progress score
- UBSCT in effect for 2006
- UALPA implemented 2006

U-PASS Report

The U-PASS School Performance Report will include:

- School Report Card (Accountability Plan)
- All Disaggregated Assessments
- AYP Information

Purpose

NCLB

- Focus on group improvement
- All students required to be proficient by 2014
- Based solely on proficiency, doesn't recognize growth.

- Focus on individual student improvement
- All students are expected to be proficient or improving
- Recognizes growth.

Assessments - NCLB

- Criterion Reference Test
 - English Language Arts grades 3-8, 10
 - Math grades 3 geometry (secondary)
 - Science required yet not considered in proficiency calculation
 - Utah's Alternate Assessment

Assessments - UPASS

- English Language Arts CRT, grades 3 11
- Math CRT, grades 3 geometry
- Science CRT grades 4 8, earth systems, biology, physics, chemistry
- Direct Writing Assessment (DWA)
- Utah Basic Skills Competency Test (UBSCT)
- Utah's Alternate Assessment (UAA)
- Utah Academic Language Proficiency Assessment (UALPA)

Additional Indicators of Proficiency

NCLB

- Attendance for grades3-8
- Graduation rate for high school

- Attendance for all grades
- Graduation rate for high school
- Credits earned in higher level math courses.

Basic Criteria for Success

NCLB

- Participation 95%
- Proficiency on required assessment
- Additional indicator proficiency (i.e., attendance, graduation rate)

- Participation 95%
- Proficiency on required assessment
- Progress on required assessment
- Proficiency and/or progress on indicator

Sanctions for school not achieving required levels of proficiency:

NCLB

- Title I Schools only
 - 1st year warning
 - 2nd year designated as needing improvement and school choice for students with transportation provided and funded.
 - 3rd year supplemental services from outside agency
 - 4th year possible alternative governance

- No Sanctions
- All schools focus on early interventions
- All Utah students allowed choice, transportation paid by parents.

Students with Disabilities

- Same participation options in both systems
 - Standard assessment administration
 - Accommodations made for assessment
 - Modifications made to assessment
 - Utah's Alternate Assessment (restricted guidelines under NCLB)
- New flexibility still undefined
 - Additional alternate assessment (yet to be determined, restricted guidelines under NCLB)

English Language Learners

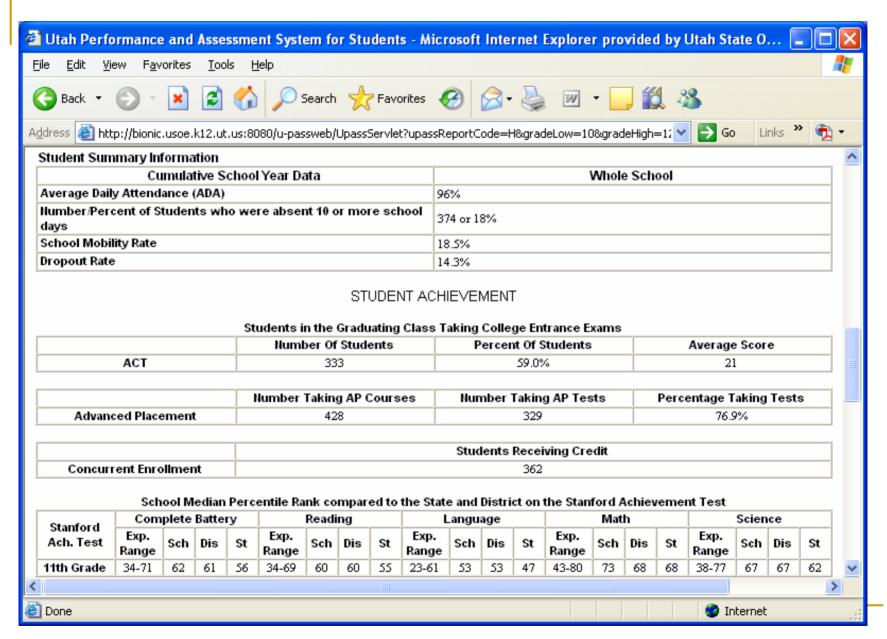
NCLB

- Allowed one year after arriving in U.S. to become proficient in assessments
- Students who exit ELL programs remain in group for two years for accountability

- Allowed up to three years after arriving in U.S. to become proficient in assessments
- Utah Academic Language Proficiency Assessment used to show proficiency and progress.

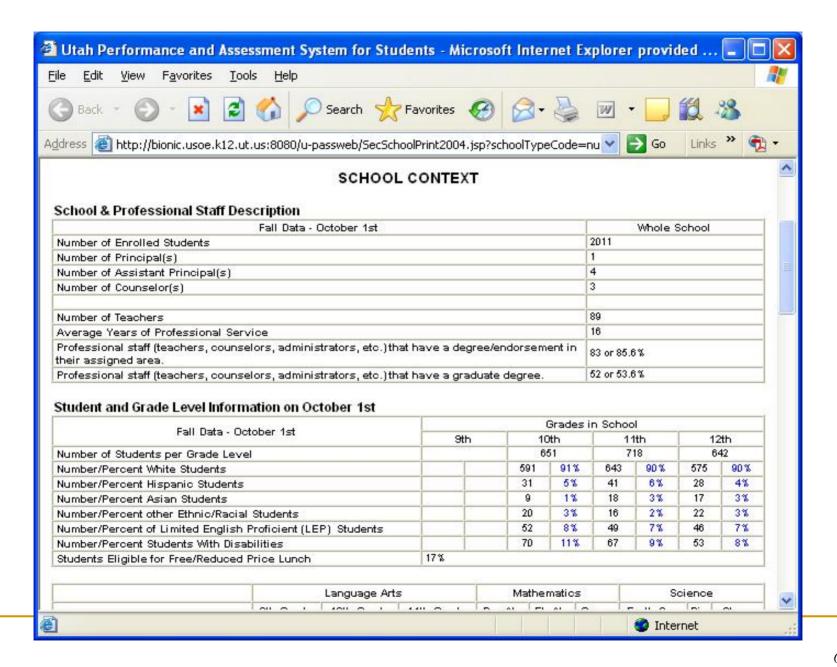
ELL for U-PASS & NCLB

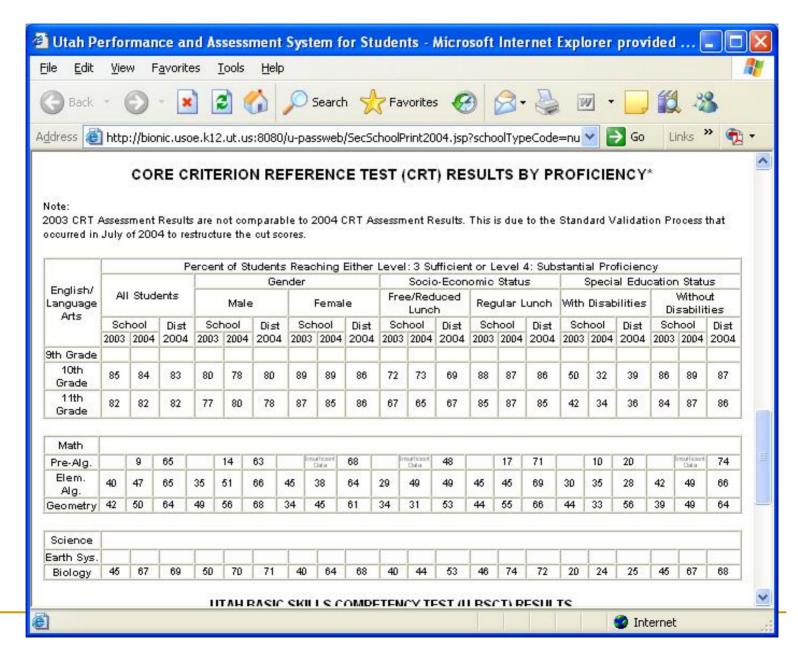
Year in U.S. ELL Level	U-Pass State Accountability	NCLB Federal Accountability
0 - 1 (one full academic year) A – B	UALPA UBSCT	UALPA Math CRT (Not used for AYP)
1 - 3 A – B	UALPA UBSCT	UALPA, CRT (ELA, math)
3 + A - B	UALPA, UBSCT, CRT (math, science, ELA), DWA	UALPA, CRT (ELA, math)
С	UALPA, UBSCT, CRT (math, science, ELA), DWA	UALPA, CRT (ELA, math)
D	UBSCT, CRT (math, science, ELA), DWA	CRT (ELA, math)
Е	UBSCT, CRT (math, science, ELA), DWA	CRT (ELA, math)

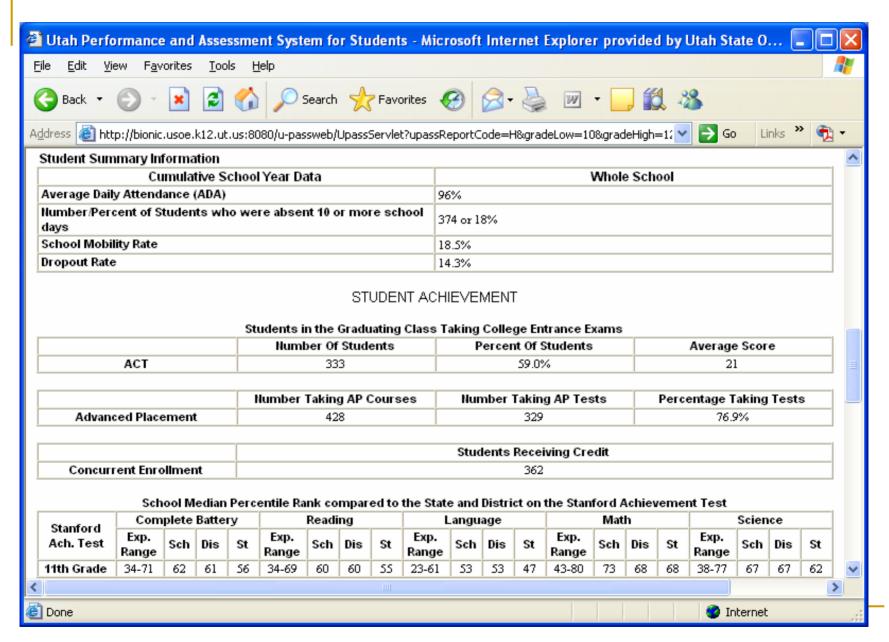


Previous U-PASS Report included:

- School summary information
- Student summary information
- NRT results by State, District and School
- CRTs for the past two years by District and School

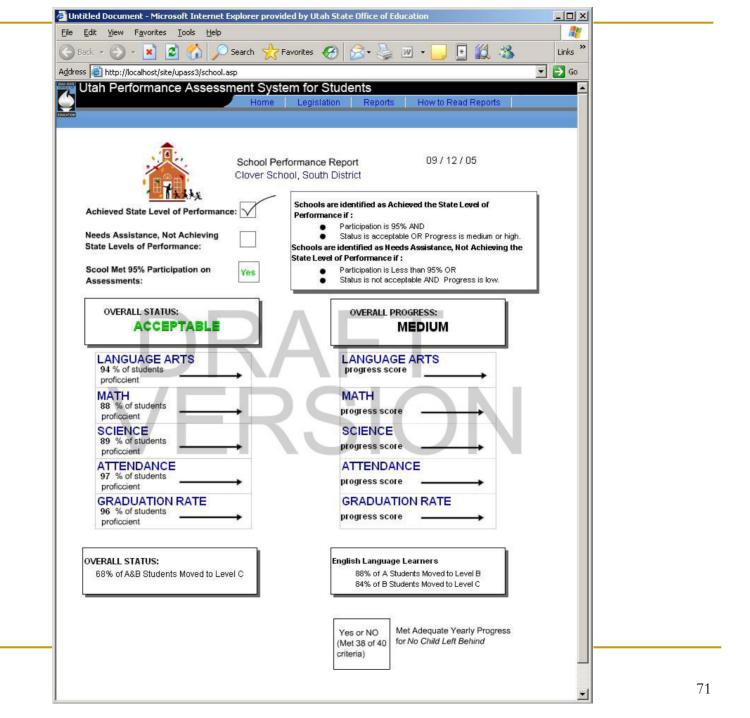






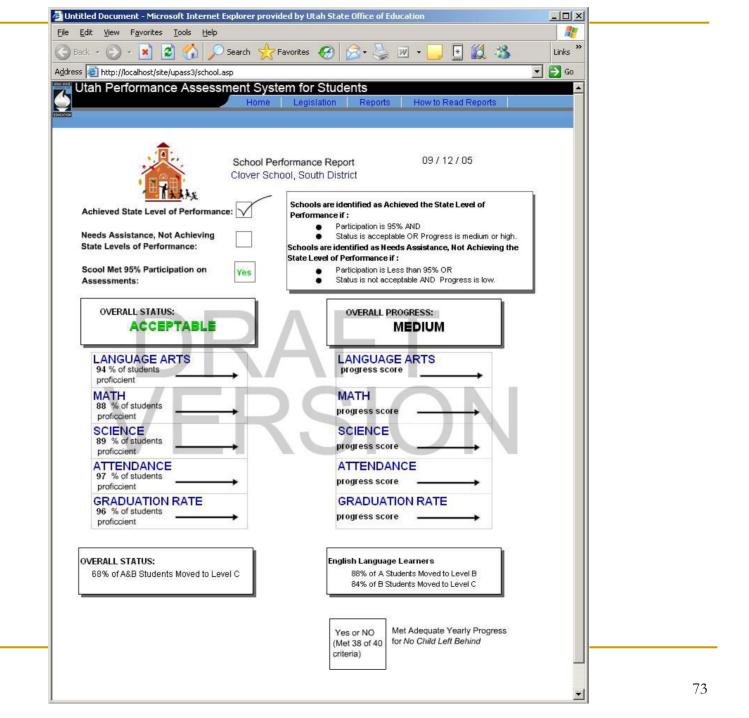
Revised web-based U-PASS report

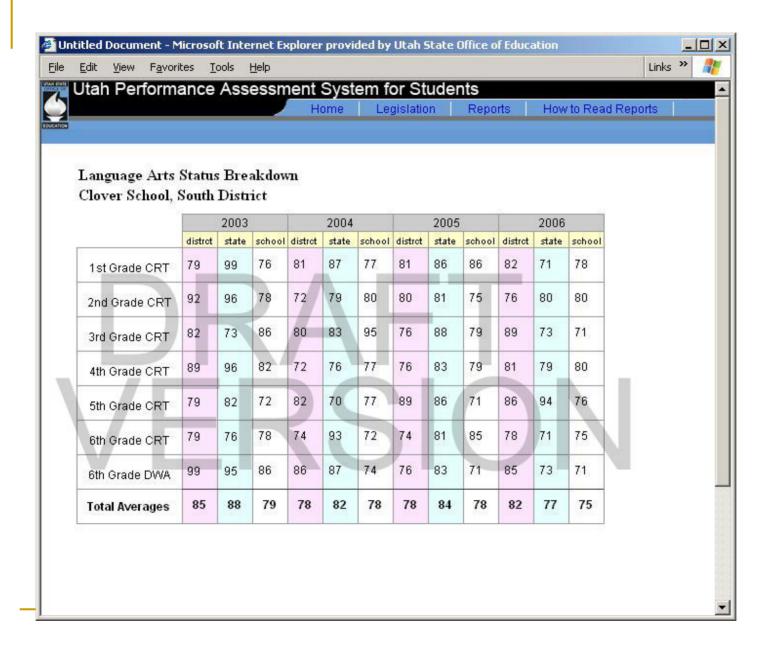
- Report Card identifying school status and progress
- School scores
- Ability to 'drill down' for disaggregation & longitudinal comparisons
 - Tests given for grades housed within school
- Additional data for reporting only

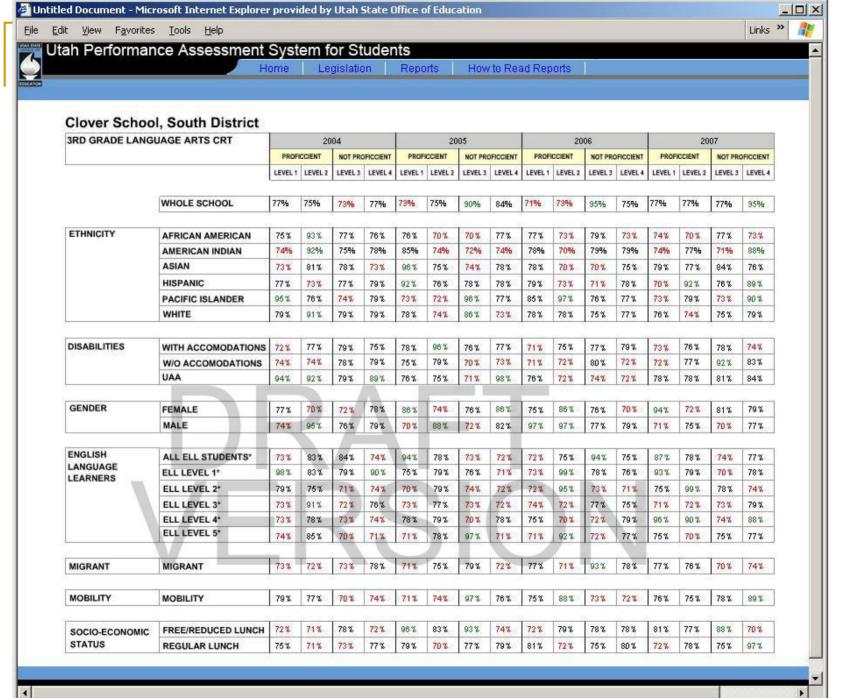


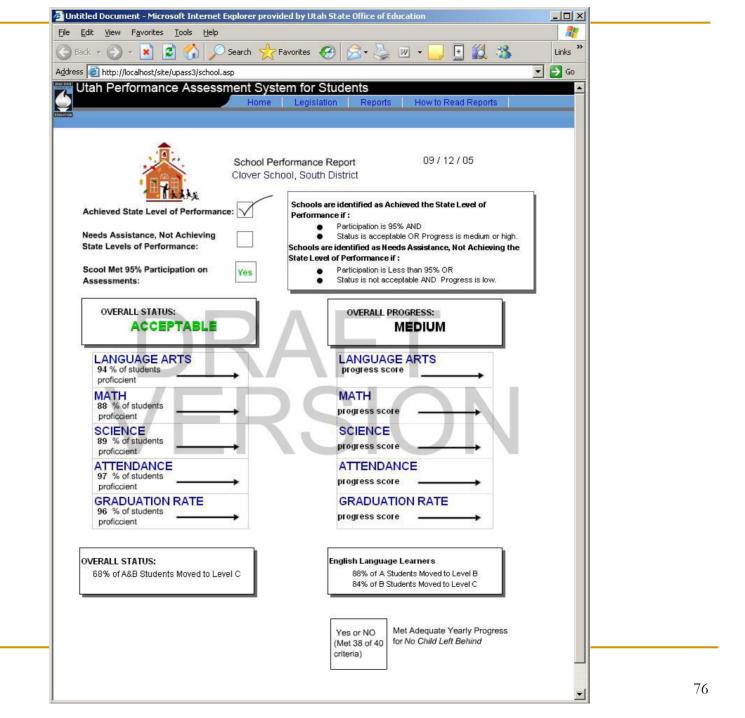
% Participation

CRT ELA Participation	97%
CRT Math Participation	96%
CRT Science Participation	94%
DWA	95%



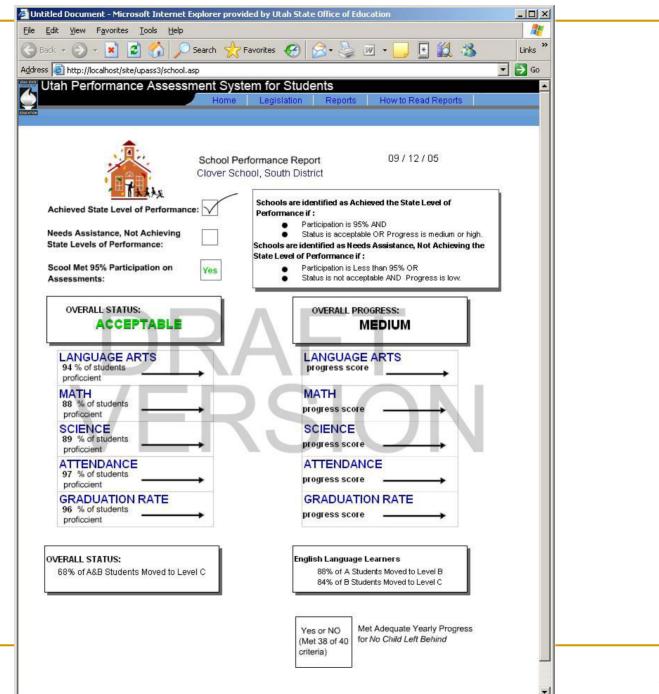






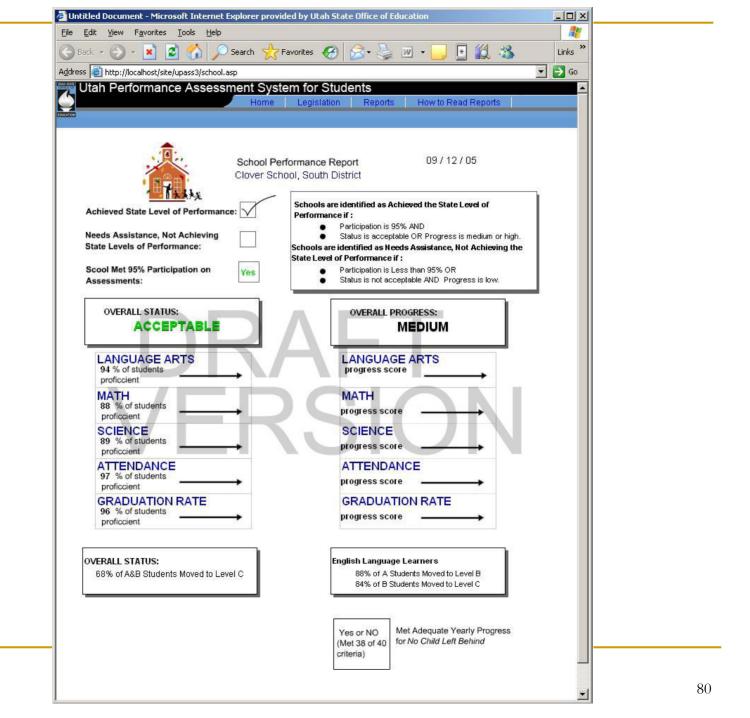
Utah Performance Assessment System for Students (U-PASS)

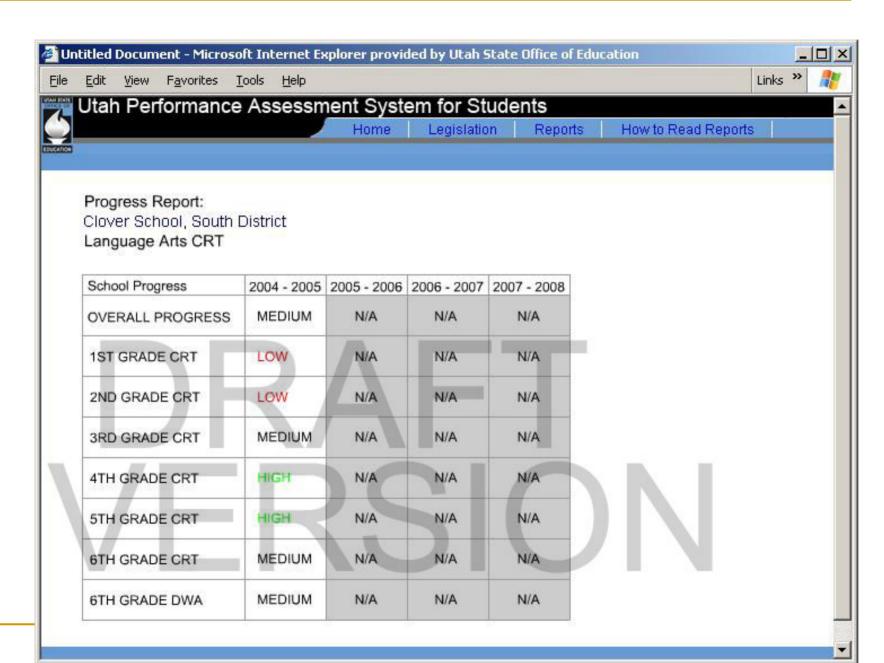
- Other Reports:
 - NRT
 - SAT
 - ACT
 - □ AP
 - Concurrent
 - School Summary Information
 - Student Summary Information
 - Percent of student reading on grade levels (reported for grades 1-10)
 - Dropouts (disaggregated by '08)
 - Discipline
 - Course Taking Patterns and Trends



Progress Section of Report

- Indication of progress in identified areas
 - Tests given for grades housed within school
- Data for four years starting with 04/05 school year
- Drill down on cohort progress
 - Grade
 - Course





Resources

Utah State Office of Education Website

http://www.schools.utah.gov

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